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ABSTRACT

During fiscal year 1983, the College Assistance Migrant Program (CAMP) at Pan American University (PAU) in Edinburg, Texas, which helps students from low-income migrant families attend college, served 174 freshmen selected from 200 applicants recruited from 25 high schools. CAMP provided each student with a $309 scholarship per semester, and staff helped students find other financial aid. Tutoring and counseling services produced positive results with CAMP students: 93% attended weekly tutoring sessions; 92% participated in a 10-week Study Skills course (which 90% completed successfully); and 12% participated in self awareness retreats, 24% in intramural activities, and 12% in cultural awareness activities. Year-end overall grade point average for CAMP students was 2.07, compared with 1.93 for non-CAMP PAU freshmen. Six CAMP students were inducted into the PAU Honor Society, five received Joseph Mattera Foundation Scholarships for migrant children, four were in "Who's Who among Students in American Colleges and Universities," one was recognized as an Exemplary Migrant, and one was selected by Mobil Corporation for a 1-week internship in New York and possible summer employment. Tables show CAMP students' grades in selected courses, improvement in study skills, grade point averages, and success in courses attempted, as well as CAMP's goals and results. (MH)

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Performance Report

1982-83

by

Santiago Silva

College Assistance Migrant Program

Pan American University

November 21, 1983

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CAMP Performance Report
FY 1983

1. The overall project's objective was to provide CAMP participants an opportunity to succeed in a higher education setting. The following statistics show that the project was successful in meeting this objective and the obvious benefits the student received. CAMP had a retention rate of 90.3% of student that stayed in college. At the end of the year the overall grade point average for CAMP students was 2.07 as compared to Pan American University Non-CAMP freshman students which showed a 1.93 overall grade point average. The program had 93.2% of its students attending weekly tutoring sessions with 98% of those students indicating satisfaction with the tutor and his/her sessions. As far as recruitment is concerned, we had 200 applicants - 174 participants with 25 public schools being visited throughout the year. In the Study Skills area we had 92% of our students participating with 90% succeessfully completing the 10 week course. We had students participating in self-awareness retreats (12%), intramural activities (24%), cultural awareness activities (12%) individual and group counseling (percentage not available). Some of the obvious benefits these students received are that they developed skills that assisted in the study of content areas, such as note-taking, listening, writing and examination taking. They also developed skills that encouraged personal growth, decision making, stress control and time management.

2. (a) The project had an application pool of 200 and was able to select and serve 174 students. Twenty-five different high schools were visited in order to recruit the 200 applicants. They all met federal guidelines as to being classified as a migrant and/or seasonal farmworker.

   (b) The project had 14 staff members. 1 Director, 1 Counselor/Recruiter,

1 Curriculum Coordinator/Documentation Specialist, 1 Secretary, and 10 tutors and clerical aids.

(c) Inservice training:

I. Students: (a) Over 50% of those selected to participate in CAMP went through freshman orientation offered by the University. CAMP staff participated in the University's Orientation program. (b) 92% of the CAMP students participated in Study Skills sessions. Fall students attended these sessions from Sept. 6 to Oct. 7, 1982. Spring students attended from Jan. 24 - March 24, 1983. Summer students attended from June 6 - June 21, 1983. Our curriculum coordinator conducted the study skills sessions.

II. Staff: (a) A special training workshop was held on Aug. 24. 1982 for new tutors and on Sept. 3, 1982 for all tutors. The tutors also participated in follow-up training sessions on Sept. 3 & 30, 1982, Oct. 19, 1982, Nov. 16, 1982, Dec. 10, 1982, Jan. 21 & 28, 1983, Mar. 8 & 25, 1983 April 14 & 29, 1983. The tutors also participated in an individual tutor review with their supervisor (2hrs. a month). (b) CAMP staff attended on Dec. 6, 1982 a workshop on the Impact of Financial Aid on Minorities. Two staff members also attended the State Migrant Conference in Corpus Christi in October 1982. The CAMP Director also attended the Director's conference in Washington in December, 1982. The Counselor/Recruiter attended the National Migrant Conference in Portland, Oregon in May, 1983.

3. (a) The CAMP program served 174 students during the 82-83 year. This figure exceeded the expected average (145) by 29.

(b) After one year with both PAU and CAMP, the retention rate of college returnees that began the CAMP program was 90.3%.

(c) The program recruited over 200 students by visiting and/or contacting 25 high schools and the HEP program at PAU. During the program's recruitment efforts, CAMP personnel was able to disseminate information about PAU to a large number of student hoping that this would help in increasing enrollment.

(d) In the area of tutoring, 93.2% of the students attended tutoring sessions with 98% of those students indicating satisfaction with the service.

4. CAMP students participated in the English, Reading and Math laboratories conducted by both the different academic departments and the Learning Assistance Center. The CAMP organization also participated in University events such as Pan American Week, Bronco Days, Bronco Queen Contest, Carnival of the Great Pumpkin, Intramural sports, plays and concerts.

5. Academic Advisement: Six CAMP students were inducted in Phi Kappa Phi (PAU's Honor Society). Five students received the Joseph Mattera Foundation Scholarship for Migrant Children (New York). Four students have been inducted into Who's Who Among American College and Universities. One of our students was recognized as an Exemplary Migrant on Nov. 12, 1983. Five others were nominated for this same award. One of our students, Esteban Velasques, was selected by the Mobil Corporation out of New York to spend a week in New York on an internship with the Corporation and possibly be employed with them for the summer. This is highly competitive and we are extremely proud of Esteban. These students benefited by receiving deserved recognition as well some of them receiving monetary benefits to help defray their educational costs.

   Campus Involvement: Our program's Curriculum Coordinator was asked to present our Study Skills program to a class of Nursing Students at PAU. Some of our own CAMP students were members of this class.

6. One of the goals that was not met was our overall grade point average. We had set a goal of 2.07 average. One of the big reasons for this was that our students this year had considerably lower ACT scores than those students at PAU that are non-CAMP. This would indicate that our students had more deficiencies to over come in order to make it at PAU. Even though our ACT composite scores were low (11.5 CAMP - 12.3 Non-CAMP) our grade point average was higher than those non-CAMP students at the end of the year (2.07 CAMP - 1.93 Non-CAMP).

College Assistance Migrant Program

Pan American University (PAU) is situated at the southernmost tip of Texas, known as the Lower Rio Grande Valley, which is directly across the border from Northern Mexico. The Valley is composed mainly of four predominantly rural, agricultural counties: Hidalgo, Cameron, Willacy, and Starr. Thus, the population of the valley includes a heavy concentration of Hispanic migrant and/or seasonal farmworkers who consider the valley their "homebase." According to the National Farmworker Union, out of San Juan, Texas, the valley's migrant population is 152,786. Because of this fact, the University Administration recognizes that a program such as the College Assistance Migrant Program (CAMP) is the most viable alternative that Valley migrant students have in order to receive a post-secondary education.

The College Assistance Migrant Program has been in existence at PAU since 1972 and is presently being funded by the United States Department of Education. CAMP not only recruits students into higher education but also provides an extensive support program in areas of tutoring, counseling, follow-up, and financial assistance.

As of Spring 1983, a follow-up survey of all CAMP students enrolled since 1972 has revealed many positive accomplishments. The study indicated that out of 1,762 migrant students served, 368 have graduated from Pan American University, 70 are seniors, 93 are juniors, 158 are sophomores, 400 are freshmen, and 9 have graduated from other universities. Nine of the students have graduated from a Masters program; one has completed a medical degree; one has completed a Ph.D. in social psychology; and 33

are in various Masters programs at PAU. CAMP provides a realistic chance for the Valley's migrant population to overcome poverty, unemployment, and ignorance through education. Because of this, CAMP, with the cooperation of the Learning Assistance Center (LAC), will continue to provide higher education opportunities to young migrant adults.

CAMP served 174 students during the 82-83 academic year. The academic year has come to an end, and the CAMP student has experienced another successful year. Over 80% of the students have received GPA's greater than 1.50, which is the cut-off point for the program. Considering that the median ACT scores for our students is 10.78, this is an excellent result. Although our mean GPA was lower than estimated, program staff feels that this was due in great part to the drastic reduction in budget that the program suffered this fiscal year. Said reduction in funds caused concommittent reductions in staff and peer tutors, so that the students were able to receive as much attention as in previous years. The professional staff was reduced to three people: Director, Recruiter/Counselor, and Curriculum Coordinator/Documentation Specialist. The peer tutors, ten in all had to be supplemented by tutors from the LAC who tutored history and government. These subjects were selected because they require the most expensive number of books per course. However, the CAMP students still will receive a higher GPA than the other freshmen at PAU. The chart below summarizes the data:

	GPA	ACT
CAMP Freshmen	2.07	11.52
PAU Freshmen	1.97	12.30

so, in spite of a reduction of staff, the students were able to complete their freshmen year with a modicum of success. Support services provided to CAMP students during the 82-83 year were in areas of tutoring, counseling, and financial aid. Following is the summary of the results in each key area.

TUTORING

The first week of the semester, a tutoring/counseling schedule was developed for each student and tutor/counselor. Because of the shortage of tutors there was very little flexibility in setting up schedules. This posed a problem for students who worked, so they were referred to the L.A.C. for tutoring. The C.A.M.P. tutors concentrated on the areas of English, Math, Biology, Psychology, Sociology, Criminal Justice and Spanish. A total of ninety (90) tutoring sessions were held weekly for 110 students. Many of the students attended extra sessions, this was especially true in English. All of the sessions were documented by entering attendance into the computer, also the tutors maintained a weekly roll sheet that was reviewed each week. Every Friday the tutor has an appointment with the Curriculum Coordinator to discuss the students progress. This was a new development, and both the tutor and coordinator felt that it was conducive to provide better for the student. At this time, individual techniques were discussed that might be successfully used by the tutor for particular students. These sessions were particularly helpful for the new tutors. These meetings were augmented by training sessions, also there were many group meetings held where tutors exchanged ideas, and student progress was checked. The theme of our guest speaker's discussion was also established at one of these meetings. Our new Director was the guest speaker, and the topic was "Motivation And How to Inspire It." Everyone thoroughly

enjoyed this and felt that it should have been given sooner. This was an excellent opportunity for the Director to meet his staff. The tutoring component was instrumental in the success of the C.A.M.P. student, and their evaluation of the tutors indicates a high degree of satisfaction with their tutors. There were two evaluations, and both times the tutors received a rating of over 90%. This result is indicative of a system that is meeting its stated objectives.

Another goal of the program is to help develop the student's study skills, and this objective was met by presenting a ten session study skill course to 123 beginning C.A.M.P. students. This number represents 90% of all new C.A.M.P. freshman; the other students were unable to attend the scheduled study skills classes due to conflicts in scheduling, or because they worked and could not stay for the later session. The topics covered are:

1. Motivation
2. Time Management
3. Note Taking
4. SQ3R Method of Text Book Study
5. Exam Taking
6. Library Skills

This year we supplemented the course with a tape series of "Achievement Dynamics" which deals with goal setting and other important aspects of achievement. The tape on Goal Setting was used in our Note taking session as a source of information from which to take notes. The topic was also discussed in a general way, and specifically as to how they could goalize their academic life. The session on Exam taking was also enriched by the use of materials garnered from Reading and Study Skills (Schmelzer, 1980). The Diagrams on Study Strategies are utilized and thoroughly discussed in class. Of the 123 students who participated in the classes, 117 scored

higher on the post test after the ten sessions were completed. This represents a success rate of 90%. Those who did not pass were given several extra classes until the Curriculum Coordinator felt that the student was well prepared. This report has several studies of study skills segment which may be reviewed in order to appreciate the results of the pre and post test data. It is felt that the study skill course will enhance the students chances at success, and as the academic years pass that these skills be finely developed.

The fourth objective is to maintain cordial relations with the faculty, as as to better service our client. This goal is achieved by the tutors making initial contact with all professors that their students have. Further contacts are made after each major exam, so the tutor will be appraised of the students's status in each class. The Curriculum Coordinator and the Director also meet with or talk on the phone with the faculty to ascertain general directives for each department. This year we have received excellent assistance from the division of student affairs as well as from Department Heads and faculty.

The tutoring component has strived to the best of its ability to achieve its goals under extremely stringent conditions. With the cooperation and input of our tutors, the component has reached and been able to quantify its success. However, the program helps people not numbers, and it is felt that even the students that were unable to get a G.P.A. of (1.50) will have benefitted from exposure to one year of post-secondary education. Therefore, the program has met the need of these migrant students, and fulfilled its goals.

FALL '83

	G.P.A.	A.C.T.	T.H.E.
MEAN	2.08	11.59	12.85
MEDIAN	2.17	10.86	11.90
MODE	3.00	9.00	11.00

G.P.A.

80% of the students have a G.P.A. greater than 1.50

56% of the students have a G.P.A. greater than 2.00

34.5% of the students have a G.P.A. greater than 2.50.

8.6% of the students have a G.P.A. greater than 3.00

A.C.T.

44.8% of the students have an A.C.T. less than 10.

38% of the students have ACT's between 11 and 15.

17.2% of the students have ACT's greater than 15.

SPRING '83

MEAN	2.05	11.45	19.87
MEDIAN	2.10	10.71	21.33
MODE	2.65	9.00	23.00

G.P.A.

81% have a G.P.A. greater than 1.50.

55.1% have a G.P.A. greater than 2.00.

30.5% have a G.P.A. greater than 2.50.

8.5% have a G.P.A. greater than 3.00.

A.C.T.

47.5% have an A.C.T. of less than 10.

37.2% have ACT's between 11 and 15.

15.3% have ACT's greater than 15.

Fall 82

Grades Earned by CAMP Affiliated Students in Selected Courses

A = 4 I = Incomplete

B = 3 W = Withdrew

C = 2 P = Pass

D = 1 NP = No Pass

Course Type	A	B	C	D	F	I	W	P	NP	GPA TOTAL
English 1300								20	22	
English 1301		5	25	8	4		5			1.73
English 1302		[illegible]	3				1			2.25
Enlgish 1310	3	8	4	1	6	1	1			2.04
History	1	6	12	8	13	3	10			1.35
Math	3	2	7	6	13		5			1.03
Math Lab	4	15	12	8	3	6	4			2.21
Behavioral Sciences	3	3	11	1	9		2			1.61
Biological Sciences		2	4	7	6		1			1.25
Physical Sciences		4	1	3	4		1			1.53
Computer Science		1	1	1						2.00
Criminal Justice		2			1					2.00
Education	2	6	1	1						3.22
Foreign Language	12	25	17	4	1	1	1			2.73
Government		6	7	2	5					1.70
Physical Education	29	44	12	1	3	1	3			3.06
Fine Arts		2	2							2.50
General Business	1	4	8	4	1	1				2.00
Nursing, H.R.P.	1	1		2						2.15
Total	59	137	127	57	72	13	34	20	22	2.02

Spring 83

Grades Earned by CAMP Affiliated Students in Selected Courses

A = 4 I = Incomplete

B = 3 W = Withdrew

C = 2 P = Pass

D = 1 NP = No Pass

Course Type	A	B	C	D	F	I	W	P	NP	TOTAL
English 1300								17	12	
English 1301		3	18	6	6		4			1.55
English 1302	1	5	10	3	2		2			2.00
English 1310	3	4	1	1	1		1			2.70
History	3	12	17	9	13	1	4			1.68
Math		5	12	11	10	1	10			1.28
Math Lab	3	4	6	2	10	3	11			1.52
Behavioral Scieces	6	8	6	2	5					2.18
Biological Sciences		1	6	5	7	1	2			1.05
Physical Sciences		3	2		3		1			2.08
Computer Science		3		2			5			2.20
Criminal Justice		2	1		2		1			1.60
Education	3	9	11	2						2.52
Foreign Language	7	20	20	6	5					2.33
Government		4	11	5	6		5			1.50
Physical Education	27	40	11	3	1		6			3.16
Fine Arts	1	1	2		1					2.20
General Business	1	5	6	2	5		1			1.74
Nursing, H.R.P.		2	1							2.75
Total	55	134	141	57	77	6	53	17	12	2.00

First Summer 83

Grades Earned by CAMP Affiliated Students in Selected Courses

A = 4 I = Incomplete

B = 3 W = Withdrew

C = 2 P = Pass

D = 1 NP = No Pass

Course Type	A	B	C	D	F	I	W	P	NP	G.P.A TOTAL
English 1310	3	1	3		1					2.63
English 1300								1	5	
English 1301		2	5	2			2			2.00
History 2313		3	2		2					1.86
Government 2313		2	1	1						2.25
Spanish 1303	2	1	2							3.00
Math Lab 1300	1	4	2		1	1				2.22
Math	1	2	1	1	1					2.17
Sciences	1	3	4	3	2		1			1.85
Art		1								3.00
Total	8	18	20	7	1		3			2.46

Second Summer 83

Grades Earned by CAMP Affiliated Students in Selected Courses

A = 4 I = Incomplete

B = 3 W = Withdrew

C = 2 P = Pass

D = 1 NP = No Pass

Course Type	A	B	C	D	F	I	W	P	NP	GPA TOTAL
English 1300								4	1	
English 1301			3							2.00
English 1302		1								3.00
English 1310				2						1.00
History 2313	1	3	4		1					2.33
History 2314			1	1						1.50
Government 2313		1	1							2.50
Spanish	1	2	3			1				2.66
Spanish 1304	1	1								3.50
Math Lab		3			1	3	2			2.25
Math		2			1					2.00
P.E.	3	6								3.33
Science		2		2	1					1.60
English 1310				2						1.00
Art			1							2.00
Psychology 1313			1							2.00
HRP				1	1		1			.50
Total	6	21	14	6	5	4	3			2.32

STUDY SKILLS

SUMMER 1982

		1%		5%		10%		25%		50%		75%		90%		95%		TOTAL
		G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H	
PRE TEST	FEMALE		4	1	1		7	1	3		3							20
PRE TEST	MALE		2	1		2	2		1		1				1			10
POST TEST	FEMALE							2	1		5		2		7		3	21
POST TEST	MALE	1	1		1						2	1	1	1			1	9

G = G.E.D.

H = HIGH SCHOOL

The male H.S. received a 90% on the pretest and was, therefore, excused.
A female H.S. did not finish her pretest.

STUDY SKILLS

FALL 1982

		1%		5%		10%		25%		50%		75%		90%		95%		TOTAL
		G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H	
PRE TEST	FEMALE	3	4	2	3	1	9		5		4		2					33
	MALE	1	3		4	1	6		2		7		1		2			27
POST TEST	FEMALE		3	2	2		3	2	8		5		3		2		2	32
	MALE		2	1	2		4	1	2		5		3		3		3	25

G = G.E.D.

H = HIGH SCHOOL

STUDY SKILLS
SPRING SEMESTER 1983

		1%		5%		10%		25%		50%		75%		90%		95%		TOTAL
		G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H	
PRE TEST	FEMALE	2	2		3	1	4	1	2		3							18
	MALE	1	4		6	1			1		1		1					15
POST TEST	FEMALE	1		1	1		2		1	1	8			1			1	17
	MALE	1	3		2		1	1	4		1		1		1			15

G = G.E.D.

H = HIGH SCHOOL

This spring a statistical analysis was done on the results of the study skills group. The following is a report.

H_1: $Test_{pre} - Test_{post}$ 0 The post test mean will be greater than the test mean.

H_o: $Test_{pre} - Test_{post}$ 0 The post test mean will not be greater than the pre test mean.

STATISTICAL METHOD: MEAN t Test

Test of significance: .05

df: N-1 31

Test: t Distribution 2.457 derived t 8.11

Decision: Reject the H_o.

Conclusion: The post test mean is greater that the pre test mean.

Pre test Mean = 85.25

Median = 86
St. Dev. = 12.88

Post Test Mean = 94.03

Median = 97
St. Dev. = 12.35

Following you will find charts that discribe the academic performance of the CAMP students during the 1982-83 academic year.

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
454-39-5648	14	14	100%	36	2.57
566-11-2783	15	15	100%	41	2.73
467-39-3843	15	12	80%	27	1.80
461-41-3809	15	15	100%	50	3.30
460-37-8226	15	12	80%	21	1.40
366-76-2878	15	15	100%	36	2.40
450-33-2732	15	15	100%	30	2.00
454-29-8917	15	0	0%	0	0
373-78-5542	16	16	100%	39	2.43
466-35-3049	14	0	0%	0	0
557-37-1658	12	12	100%	33	2.75
464-96-5480	14	11	78%	26	1.85
466-27-2998	14	14	100%	38	2.71
464-27-8504	15	6	40%	12	.80
475-90-1360	11	5	45%	12	1.09
560-04-0629	15	15	100%	27	1.80
393-78-7359	15	12	80%	31	2.06
566-15-9202	8	5	$62^{1}/2\%$	13	1.62
458-19-7823	16	16	100%	45	2.81
458-15-2212	16	13	81%	22	1.37
519-90-0404	8	5	62.5%	9	1.12
461-45-2649	10	10	100%	29	2.90
460-43-6372	11	11	100%	24	2.18
279-68-2574	10	10	100%	19	1.90

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
565-06-0131	15	11	73%	25	1.66
464-49-2878	16	16	100%	37	2.31
462-21-4315					
452-41-6101	12	9	75%	15	1.25
340-60-4832	8	2	25%	2	.25
383-72-7558	9	9	100%	20	2.22
450-41-3583	10	10	100%	30	3.00
365-84-6212	12	6	50%	15	1.25
454-39-6842	6	0	0	0	0
519-92-9830	11	11	100%	30	2.72
457-37-4677	8	5	62.5%	15	1.87
462-27-8616	11	4	36%	14	1.27
462-29-8806	8	5	62.5%	14	1.75
467-31-8296	12	12	100%	27	2.25
466-17-2650	9	0	0	0	0
548-08-8361	11	11	100%	29	2.63
460-35-4031	14	14	100%	24	1.71
548-08-8399	13	13	100%	38	2.92
465-23-6061	9	2	22%	4	.44
465-35-9236	11	11	100%	30	2.72
466-31-6507	10	7	70%	11	1.10
506-04-7262	15	15	100%	27	1.80
451-25-8205	11	11	100%	33	3.00
466-15-9100	17	14	82%		

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
454-31-5498					
451-27-3271	15	11	73%	27	1.80
457-45-7399	10	10	100%	29	2.90
455-23-1511	15	15	100%	30	2.00
458-45-5219	10	10	100%	28	2.80
382-74-5244	7	7	100%	17	2.42
459-21-6779	7	7	100%	24	3.42
465-51-5812	6	6	100%	9	1.50
455-33-4755	12	3	25%	6	.50
458-31-2668	13	10	77%	21	1.61
263-35-8650	9	9	100%	18	2.00
449-31-0797	17	17	100%	40	2.35
463-45-2281	12	12	100%	30	2.50
458-31-3480	17	17	100%	45	2.64
452-33-7657	15	9	60%	19	1.26
459-33-7657	13	13	100%	27	2.07
449-31-4022	12	12	100%	22	1.83
452-29-4649	8	5	6.25%	14	1.75
449-39-2598	15	12	80%	33	2.20
460-27-6056	15	15	100%	32	2.13
571-15-8081	11	2	18%	6	.54
535-70-1283	12	12	100%	21	1.75
458-29-0663	11	11	100%	30	2.72
458-29-1220	8	8	100%	24	3.00

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
462-23-4883	10	10	100%	28	2.80
464-13-1264	11	11	100%	27	2.45
459-35-8891	14	14	100%	33	2.35
502-88-5879	11	11	100%	29	2.63
454-51-9544	14	14	100%	35	2.50
449-51-9544	16	13		31	1.93
457-39-5475	8	5		9	1.12
387-76-2708	16	10		22	1.37
460-31-3943	11	11	100%	24	2.18
502-90-6875	13	13	100%	36	2.76
455-27-9650	0	0	0	0	0
449-37-8058	16	16	100%	35	2.81
572-23-3866	11	11	100%	33	3.00
455-31-4019	13	6	46%	12	.92
454-47-7520	15	15	100%	54	3.60
466-35-8542	12	12	100%	36	3.00
450-21-7413					
469-25-1564	11	8	72%	20	1.81
456-43-6371	9	9	100%	18	2.00
459-19-3661	13	13	100%	35	2.69
457-43-0338	11	11	100%	35	3.18
457-31-5903	17	17	100%	28	1.64
464-35-7510	12	12	100%	30	2.50
453-23-2643	11	5	45%	17	1.54

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
522-11-8694	14	14	100%	25	1.78
547-43-6239	12	9	75%	19	1.58
457-23-7593	12	12	100%	37	3.08
457-23-8650	14	14	100%	44	3.14
531-84-1642	12	12	100%	39	3.25
459-25-0597	11	5	45%	14	1.27
548-15-1975	14	12	86%	34	2.42
454-49-2755	10	7	70%	14	1.40
455-31-4312	11	11	100%	29	2.63
458-35-5598	11	11	100%	39	3.54
459-06-5005	12	9	75%	12	1.00
522-08-3904	10	10	100%	22	2.20
457-45-5517	15	12	80%	21	1.40
456-37-2904	11	11	100%	39	3.54
461-31-4339	6	6	100%	6	1.00
307-84-0305	9	9	100%	21	2.33
467-15-6931	1	3	50	3	.50
344-60-4901	13	13	100%	34	2.61
449-25-8724	13	13	100%	33	2.59
572-02-9830	16	16	100%	54	3.35

SPRING

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
454-39-5648	14	11	79%	21	1.50/2.03
455-45-9841	9	9	100%	15	1.66
566-11-2783	12	12	100%	38	3.16/3.02
467-39-3843	13	13	100%	33	2.53/2.78
461-41-3809	16	13	81%	36	2.25/2.66
366-76-2878	17	17	100%	46	2.70/2.56
450-33-2732	14	14	100%	38	2.71/2.45
462-84-2490	9	6	67%	9	1.00
462-33-0385	13	10	77%	22	1.69/1.71
557-37-1658	14	14	100%	41	2.92/2.84
464-96-5480	12	9	75%	15	1.25/1.78
466-27-2998	16	10	63%	22	1.37/2.09
560-04-0629	10	10	100%	22	2.20/2.14
393-78-7359	15	15	100%	36	2.40/2.61
532-80-2937	13	9	69%	18	1.38/1.20
458-19-7823	12	12	100%	26	2.16/2.53
566-15-9202	13	7	54%	23	1.76/1.68
458-15-2212	10	7	70%	10	1.00/1.41
461-45-2649	14	14	100%	39	2.78/2.83
460-43-6325	8	4	50%	10	1.25/1.78
279-68-2574	13	13	100%	22	1.69/1.78
565-06-0131	11	8	73%	18	1.63/1.65
464-49-2878	12	12	100%	34	2.83/2.79
461-45-2490	13	6	46%	12	.92

SPRING

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
462-21-4315	12	12	100%	30	2.50/2.57
452-41-6101	13	13	100%	33	2.53/2.18
450-41-3583	17	17	100%	48	2.82/3.02
475-90-4303	13	11	85%	33	2.53
464-33-2288	15	15	100%	39	2.60
457-37-4677	12	9	75%	18	1.50/1.94
462-29-8806	12	6	50%	9	.75/1.15
467-31-8296	11	8	73%	15	1.36/1.82
548-08-8361	8	5	63%	17	2.12/2.42
220-84-1146	6	2	34%	4	.66
460-35-4031	10	7	70%	23	2.30/1.95
548-08-8399	16	16	100%	32	2.00/2.41
462-11-9651	7	7	100%	16	2.28
465-35-9236	12	12	100%	31	2.58/2.65
454-31-5498	15	9	60%	18	1.20/1.42
457-27-8071	9	6	67%	15	1.66/2.30
532-86-2048	14	11	79%	24	1.71
466-31-6507	16	16	100%	35	2.18/1.85
506-04-7262	12	6	50%	6	.50/1.22
451-25-8205	12	12	100%	35	2.91/2.95
466-15-9100	15	15	100%	38	2.53/2.02
451-27-3271	15	15	100%	35	2.33/2.38
455-23-1511	9	6	67%	15	1.66/1.87
457-45-7399	13	13	100%	24	1.84/2.30

SPRING

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
458-45-5219	12	9	75%	15	1.25/1.95
542-02-4648	13	4	31%	9	.69
465-51-5812	6	3	50%	6	1.00/1.25
382-74-5244	16	16	100%	42	2.62/2.56
459-21-6779	13	13	100%	38	2.92/3.11
456-49-3314	10	0	0%	0	.00
455-33-4755	3	3	100%	3	1.00/1.16
462-45-3929	8	5	63%	14	1.75
455-43-9571	9	3	34%	3	.33
458-31-2668	14	11	79%	30	2.14/1.88
263-35-8650	12	12	100%	30	2.50/2.25
449-31-0797	15	15	100%	42	2.80/2.56
463-45-2281	14	14	100%	39	2.78/2.65
458-31-3480	14	11	79%	29	2.07/2.27
452-33-7066	16	14	88%	27	1.68/1.64
450-21-4660	10	10	100%	21	2.10
459-33-7657	13	7	54%	13	1.00/1.74
449-31-4022	13	10	77%	20	1.53/1.80
449-39-2598	12	12	100%	33	2.75/2.44
462-23-4883	11	5	45%	13	1.18/1.95
463-39-5257	14	5	36%	9	.64
453-19-9408	12	12	100%	15	1.25
458-29-0663	9	9	100%	18	2.00/2.40
458-29-1220	15	6	40%	6	.40/1.38

SPRING

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
464-13-1264	15	6	40%	24	1.71/2.04
459-35-8891	12	6	50%	19	1.58/2.00
502-88-5879	14	14	100%	30	2.14/2.36
456-11-8650	8	5	63%	11	1.37
565-29-9340	8	6	67%	6	.66
455-11-9223	14	11	79%	24	1.71
453-25-3500	9	6	67%	15	1.66
449-15-5198	14	11	79%	24	1.50/2.14
457-19-1754	12	0	0%	0	.00
387-76-2708	15	8	53%	23	1.53/1.60
460-31-3943	15	15	100%	33	2.20/2.19
462-35-8992	10	7	70%	28	2.80
502-90-6875	12	12	100%	34	2.83/2.80
449-37-8058	15	15	100%	39	2.60/2.70
572-23-3866	12	12	100%	33	2.75/2.86
455-31-4019	14	11	79%	26	1.85/1.93
454-47-7520	18	18	100%	53	2.94/3.24
466-35-8452	15	15	100%	33	2.20/2.55
456-43-6371	6	3	50%	9	1.50/2.37
469-25-1564	10	10	100%	27	2.70/2.23
452-29-0900	13	13	100%	38	2.92
459-19-3661	15	12	80%	25	1.66/2.14
457-43-0338	15	15	100%	27	1.80/2.38
464-35-7510	9	9	100%	24	2.66/2.72

SPRING

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENT'S NAMES	TOTAL HOURS ATTEMPTED	TOTAL HOURS EARNED	SUCCESS RATIO*	TOTAL GRADE - POINTS	SEMESTER GRADE-PT. AVE.
453-23-2643	7	7	100%	16	2.28/1.83
522-11-8694	13	7	54%	16	1.23/1.55
454-45-6248	15	15	100%	54	3.60
457-23-8650	17	17	100%	59	3.47/3.32
457-23-7593	11	11	100%	24	2.18/2.65
462-25-2534	9	5	56%	9	1.00
450-37-2742	12	9	75%	22	1.83
531-84-1642	13	13	100%	44	3.38/3.32
454-27-7648	16	16	100%	24	1.50
548-15-1975	12	13	100%	27	2.25/2.31
454-49-2755	10	10	100%	20	2.00/1.88
455-31-4312	11	11	100%	22	2.00/2.31
559-13-5895	16	16	100%	35	2.18
465-33-2127	6	6	100%	15	2.50
552-08-3904	12	9	75%	30	2.50/2.36
526-70-3752	11	5	45%	12	1.09
457-45-5517	15	12	80%	18	1.20/1.54
456-37-2904	14	14	100%	39	2.78/3.12
461-31-4339	12	12	100%	23	1.91/1.74
454-27-0624	9	0	0%	0	.00
519-74-7276	17	17	100%	56	3.29/3.34
460-45-2934	9	9	100%	27	3.00
449-25-8724	13	13	100%	36	2.76/2.65

COUNSELING

Eventhough CAMP's counseling staff was reduced to one, the counseling component worked dilligently to offer each student services in individual and group counseling. The program staff feels that these services helped the student to successfully complete their freshmen year. With the assistance from the LAC Counseling/Advisement Center, group sessions were conducted that helped our students with personal and emotional support and reassured them of their abilities to cope with learning situations. Individual and group counseling provided CAMP students with personal growth, self-awareness, values clarification, cultural awareness, and decision making activities.

Ten group sessions (10-12 students in each group) were conducted in the Fall and Spring semesters. All CAMP students were asked to participate in our group and individual sessions. Records of group and individual attendance were kept on file.

FINANCIAL AID

Financial assistance is another service that CAMP students receive from the program. The program provided a $309 scholarship per semester to each student ($618 for the year) . This scholarship was distributed to the students in three checks of $103 each (Fall - Oct. Nov. Dec.) (Spring - Feb. Mar. Apr.) The CAMP staff also assisted the students in filling out the other financial aid applications that could make them eligible for other forms of aid. The financial aid office at Pan American University offers monies in the form of scholarships, loans, grants, and work-study.

OTHER SERVICES:

The CAMP staff is involved with recruitment. The CAMP counselor also does recruiting along with the program director. Both staff members contact high school counselors to set up visits to the schools and do a presentation on the program to their senior migrant students. Twenty-five schools were visited during the 82-83 year. The visitations resulted in an applicant pool of 200 from which the CAMP participants for the 82-83 were selected. We also visited the HEP program at PAU to recruit their graduating students. We are also able to depend on referrals made by classroom teachers, guidance counselors, school principals, current and Ex-CAMP students. After the visits have been made the CAMP staff keeps in touch with the perspective students by following-up with phone calls to them or their counselors and/or letters encouraging the students to complete the applications procedure.

The CAMP students also received assistance from the LAC Counseling/Advisement Center. All beginning freshmen are assigned an advisor at the LAC Counseling/Advisement Center. Their staff helps all PAU students with academic concerns as well as the career exploration process. The CAMP staff feels very fortunate that CAMP students are able to take advantage of the excellent services provided by the LAC Counseling/Advisement Center Staff.

There is supportive data to indicate that the programs objectives and goals were met. The following reflects both the progress made during the 1982-83 academic year and the future objectives proposed for the 1983-84 academic year.

1. Accomplishments, 1982-83

A. Routine

1. The CAMP program served 174 students during the 1982-83 year. This figure exceeded the expected average (145) by 29. There were 125 students that began the CAMP year in the Fall of 1982. Because of available slots due to Fall students not meeting the GPA cut-off, 39 students began their CAMP year in the Spring of 1983. The first summer session (1983) brought 10 more students to the CAMP program.

2. After one year with both PAU and CAMP, the retention rate of college returnees that began the CAMP program was 90.3%.

3. The program recruited over 200 students by visiting and/or contacting 25 high schools and the HEP program at PAU. During the program's recruitment efforts, CAMP personnel was able to disseminate information about PAU to a large number of students hoping that this would help in increasing enrollment.

4. In the area of tutoring, 93.2% of the students attended tutoring sessions with 98% of those students indicating satisfaction with this service.

5. Table I summarizes the routine goals for 1982-83.

Innovative

1. Due to several meetings with personnel from the University's Computer Center, the program's Curriculum Coordinator/Documentation Specialist received training concerning CAMP's computer program that will enable the program to gather accurate statistics. This will help in the writing of reports presented to the Department of Education as well as PAU.

2. The Curriculum Coordinator devised new forms that will make documentation of data easier to maintain.

Problem - Solving

1. Goal: By June 30, 1983, the end of the year report will reveal an increase of G.P.A. to 2.30 from the present of 2.17.

   Results: The end of the year report shows that the GPA continues to be a problem area for the CAMP program. The report shows, at the end of the fall semester a GPA of 2.08 and a spring semester GPA of 2.05.

This gives the program an overall G.P.A. for 1982-83 of 2.06.

2. By September 6, 1982, finalize a list of students and their ACT scores. Allow students to work, be it in the work-study program or off-campus jobs, if their composite ACT score is greater than 10.0.

   Results: A list of all CAMP students and their ACT scores was completed by September 30, 1982. Arrangements were made with the Financial Aid Offices so as to not award work-study to those students with ACT composite of 10 or less.

3. Goal: By October 1, 1982, initiate a program to pursue alternate sources of funding for the 1983-84 CAMP freshmen year.

   Result: TEA was contacted to find out the possibility of funding for post-secondary education. Although TEA was supportive of the types of services offered by CAMP, it indicated that there were no migrant funds through the state allocated to post-secondary education. CAMP personnel also contacted the office of the Vice-President for Institutional Advancement at PAU in order to tap into the private sector for contributions for the program. Nothing substantial ever really materialized from the contacts. This can still be considered a problem area for CAMP. CAMP Director submitted a proposal for funding to the Department of Education that resulted in being awarded necessary funding to operate during the 1983-84 year.

4. Goal: By September 30, 1982, initiate a Reading Development program for CAMP students in cooperation with the LAC Reading specialist and her staff that will improve their reading skills and comprehension levels.

   Results: The Reading Specialist designed a program for the CAMP students. There were twelve (12) CAMP students participating in this reading development program. These students were given the Nelson-Denny Reading Test as a pre-test and then were prescribed an individual plan to overcome their deficiency. Data will be collected during the 83-84 academic year to determine the success rate of the program. Conclusive data analyzing the 82-83 year is not available because not all the participants were administered a post-test.

II. Future Plans

A. Problem Solving Goals

1. Problem: The G.P.A. level of the CAMP student declined from 2.18 to 2.06 for the 1982-83 program year.

   Goal: By June 30, 1984, the end of the year report will reveal an increase of G.P.A. to 2.20 from the present level of 2.06.

   Method: Encourage students to attend tutoring and advisement sessions. Evaluate the effectiveness of the tutor in each subject area through observation of tutoring sessions. Continue providing the study skills sessions. Some of the CAMP students will be grouped into the Freshmen Studies Program.

2. Problem: The expected percentage of CAMP students participating in retreats and cultural awareness activities was not met. The goal was 32%; 12% of the CAMP students attended the retreat.

   Goal: By June 30, 1984, the end of the year report will reveal an increase of attendance in retreats and cultural awareness activities to 25% from the present level of 12%.

   Method: Encourage student to attend the CAMP meetings, group counseling sessions, and individual counseling and advisement sessions. Provide a variety of cultural awareness activities such as retreats, plays, and concerts. Advertise upcoming retreats and activities with plenty of time.

3. Problem: The number of attendance in group counseling sessions declined from 10 to 7 hours for the 1982-83 program year.

   Goal: By June 30, 1984, the end of the year report will reveal an increase of attendance in group counseling to 9 hours from the present level of 7.5 hours.

   Method: Encourage students to attend group sessions offered by CAMP and the LAC Counseling/Advisement Center. Compile statistics on a semester basis to evaluate the situation. Keep a record of all students attending group either with CAMP or LAC and the number of sessions each student attended, i.e., improve documentation procedures.

4. Problem: The number of hours of attendance in individual counseling declined from 6 to 3 hours.

   Goal: By June 30, 1984, the end of the year report will reveal an increase of attendance in individual counseling to 7 hours from the present level of 3 hours.

   Method: The number of students that begin the CAMP year will be divided evenly among the three professional staff members. Each staff member will be expected to meet with the student individually at least twice the first month of each semester and at least once a month there after.

5. Problem: The number of hours of staff development declined from 25 hours to 18 hours.

   Goal: By June 30, 1984, the end of the year report will show an increase of its present level of 18 hours to 25 hours of staff development.

   Method: Require that all of the program's staff (Professional and tutorial) attend the training workshops put on by the LAC at the beginning of the Fall Semester and a Study Skills Workshop put on by CAMP's Curriculum Coordinator. Have weekly meetings with tutors. Have periodical follow-up workshops with tutors in such areas as motivation, recognizing students with personal problems, referral procedures, etc.

6. Problem: There was some degree of difficulty in obtaining data that would provide the necessary statistics needed to compile analytical reports.

   Goal: By August 31, 1983, the CAMP Director will formulate a timeline with dates indicating when certain information needs to be turned into him/her.

   Method: Formulate timeline with specific dates and information needed on those dates. Distribute timeline to each staff member. Have individual sessions with each staff to clarify responsibilities of each in meeting the dates on timeline.

7. Problem: To pursue alternate source of funding for the 1984-85 CAMP year.

   Goal: By October 1, 1983, initiate a program to pursue alternate sources of funding.

Method: Contact and work closely with the Office of the Vice-President for Institutional Advancement at PAU. Be active in the HEP/CAMP Association so as to keep up with all the latest in budgetary matters. Write a proposal for funding to be submitted to the Department of Education for consideration.

B. Innovative Goals:

1. By August 31, 1983 conduct a "Survival Day" Workshop for all 1983-84 CAMP students and their parents.

2. By September 19, 1983 set up the advisement program to be carried out by the CAMP professional staff.

3. By December 20, 1983 a revision of the present Group Counseling Curriculum and Career Awareness Curriculum will be completed.

COLLEGE ASSISTANCE MIGRANT PROGRAM

Table I

KEY RESULT AREA	INDICATOR	1982-83 GOAL	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Recruitment	Number of applicants	200	200	300	310	320
	Number selected	135	174	135	145	150
	Number of schools Selected/contacted	25	25	26	29	33
Advisement	Percentage reporting for LAC advisement	96%	86%	96%	97%	98%
Counseling	Hours of group sessions for group counseling per semester.	10	8 hrs. 5 min (Fall)	8	9	10
			6 hrs. 15 min (Spring)	8	9	10
	Hours of individual sessions for individual counseling per semester	6	3 hrs. 11 min (Fall)	5	6	7
			2 hrs. 20 min (Spring)	4	5	6
	Number of students attending personal growth marathon per year	37	15	30	35	40
Tutoring	Number of hours of staff development.	25	18	25	25	25
	Number of study skills sessions per semester per student.	10	10	10	10	10

COLLEGE ASSISTANCE MIGRANT PROGRAM

Table I (con't)

KEY RESULT AREA	INDICATOR	1982-83	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Evaluation	Percentage of attendance in tutoring.	90%	93.2%	91%	94%	95%
	Percent retention during academic year for those returning to college	80%	90.3%	85%	90%	92%
	Percent retention during academic year in CAMP	66%	77.6%	70%	75%	80%
	G.P.A. of CAMP group for academic year	2.21	2.21 (mean)	2.21	2.25	2.30
	Average income of CAMP graduated.	14,000	14,500	14,000	14,300	14,600
Student files	Percent of students indicating satisfaction with academic advisement	95%	Data not available	85%	90%	95%
	Percent of students indicating satisfaction with group counseling	90%	Data not available	85%	90%	95%
	Percent of students indicating satisfaction with individual counseling.	90%	Data not available	85%	90%	95%

COLLEGE ASSISTANCE MIGRANT PROGRAM

Table I (con't)

KEY RESULT AREA	INDICATOR	1982-83	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Student files	Percent of students indicating satisfa-tion with tutoring.	98%	98%	96%	98%	99%
Student activities	Percent of students participation in intramurals	28%	24%	25%	28%	32%
	Percent of student participation in retreats	32%	12%	20%	25%	30%
	Percent of student participation in cultural awareness activities	32%	12%	20%	25%	30%